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AUTHOR Sullivan, LeRoy L.
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ABSTRACT

Abstracts of 76 documents on retention of minorities in higher education are presented in a bibliography created to provide faculty and administrators access to unpublished works and journal articles on minority retention. The materials, which were produced between 1978-1982, include unpublished reports, conference papers, and dissertations. Minority students refer to Blacks, Hispanics, Chicanos, Asian Americans, and American Indians. The materials cover all postsecondary educational levels (two-year, four-year, graduate, and professional schools), along with public and private institutions. Documents were identified by computer searches of five databases, including the Educational Resources Information System (ERIC) and Dissertation Abstracts International. When appropriate, document identification numbers are included to enable the reader to obtain copies. A subject index is included. (SW)

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EXCEL

EXChange for Enrichment of Learning

Report:

RETENTION OF MINORITIES IN HIGHER EDUCATION: AN ABSTRACTED BIBLIOGRAPHIC REVIEW (1978-82)

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Dr. LeRoy L. Sullivan
Coordinator, Office of Institutional Development

University of Arkansas at Little Rock

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Dr. LeRoy L. Sullivan
Editor, EXCEL REPORTS
University of Arkansas
at Little Rock

RETENTION OF MINORITIES IN HIGHER EDUCATION: AN ABSTRACTED BIBLIOGRAPHIC REVIEW (1978-82)

A B S T R A C T

Retention of minorities in American higher education has become an increasingly perplexing problem. This review is intended to acquaint faculty and administrators with the existing body of knowledge and experience concerning the general issue and to direct specific attention to documents relevant to the reader's situational needs and interests. To accomplish this task, 76 documents produced between 1978 and 1982 were identified by the computerized search of five data bases. Where abstracts were available, they were included. Those works not otherwise summarized were abstracted by this writer. The majority of these works are unpublished reports, papers and dissertations which would not be routinely encountered in typical professional reading. Although these works are somewhat limited in their distribution, they often provide penetrating and timely insights not to be found elsewhere. Published books widely available to the higher education community were intentionally not included in this review.

by

Dr. LeRoy L. Sullivan
Director, Learning Development Center &
Coordinator, Office of Instructional Development
University of Arkansas at Little Rock

December 1982

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RETENTION OF MINORITIES IN HIGHER EDUCATION: AN ABSTRACTED BIBLIOGRAPHIC REVIEW (1978-82)

PURPOSE

This report is intended to provide the reader with a comprehensive abstracted review of primary sources concerning retention of minority students in higher education during the last five years. If the document addressed the general minority retention issue and met other inclusion criteria it was made part of this review. No attempt has been made to advance any particular point of view by selectively including or excluding any work. Users will, therefore, have to make individual judgements about the relevance and usefulness of each work based on their situational needs and interests.

SCOPE

Since this review was intended to be comprehensive, documents from all levels of higher education (2 year, 4 year, graduate and professional schools) and various types of institutions (private and public) were located and included. Since insights gained in one sector of higher education often generalize to another, the reader is encouraged not to summarily dismiss work conducted at a different type or level of post-secondary education without due consideration.

For the purpose of this review the term "minority students" has been delimited to include Blacks, Hispanics, Chicanos, Asian Americans and American Indians. Documents concerning retention of other minority groups which fall outside this clustering are not covered by this report.

Although a conscientious effort was made to be thorough in the review of this complex topic, it is highly likely that other existing documents were not isolated by the search strategy employed. This writer would appreciate citations or copies of related works not covered in this review.

ORGANIZATION

Consistent with the format of a bibliographic review, entries have been arranged in alphabetical order using the Publication Guide of the American Psychology Association as a guide. The only exception to this rule was the separate listing of related doctoral dissertations as the final section of the review.

Since the review is not organized around topical subgroups, it is recommended that readers not wishing to review all works use the index found at the end of the report. The reader is, however, encouraged to at least scan the titles of all the documents referenced and abstracted in order to gain a larger perspective on the minority retention issue.

ACCESSIBILITY

Each entry cited and reviewed includes specific information on how a copy of the original work can be obtained. For those works published in

professional journals, a complete citation is given. If the referenced journal is not locally available, a copy can be ordered through the Inter-Library Loan System or obtained from the University of Arkansas at Little Rock Office of Instructional Development.

For the unpublished papers and reports an Educational Resources Information Center (ERIC) Document Reproduction Service Number is included. This number, starting with the letters ED, identifies the specific microfiche packet covering the entire original work. These packets can be read on a microfiche reader and are available at over 700 libraries in the United States who hold continuing subscription to the Educational Resources Information Center Microfiche series. By referencing this number, individual copies of the desired microfiche can also be purchased directly from the ERIC Document Reproduction Service (EDRS), Arlington, VA 22201. The citation also provides sufficient information so that a copy of the referenced work can be requested from the original author or sponsoring agency.

With regard to cited doctoral dissertations, the University Microfilms number is given. With this number an individual copy of the complete dissertation can be ordered from University Microfilms International, Ann Arbor, MI 48106 in either microfilm or xerox format.

This abstracted bibliographic review has, itself, been submitted for inclusion in the ERIC retrevial system. Permission has been granted for duplication of the document as specified in Appendix A. Additional copies of the review may be obtained through the ERIC system (once processing is completed) or directly from the Office of Instructional Development, University of Arkansas at Little Rock, Little Rock, AR 72204.

RETENTION OF MINORITIES IN HIGHER EDUCATION: AN ABSTRACTED BIBLIOGRAPHIC REVIEW (1978-82)

Axtell, D., & Coad, A. A study of a sample of Merritt College students: Reasons precipitating possible withdrawal and attitude toward services and instruction. Oakland, CA: Merritt College, 1980. (ERIC Document Reproduction Service No. ED 186 074)

An in-class survey of a representative sample of 298 students was conducted by Merritt College in March 1979 to determine: (1) the approximate number of students who were considering withdrawal from college; (2) the approximate number who had given withdrawal serious consideration in the past; and (3) the factors which students felt were decisive in keeping them at Merritt. Open-ended questions solicited reasons why a student was considering or had considered dropping out. In addition, checklists were provided against which students could indicate the items that were important in their decision to remain at school in relation to getting into desired courses, instruction, student services, financial aid, and other factors related to their home or school environment. Major findings indicate that only 8.7% of the respondents were considering dropping out; financial difficulty was the most frequently cited reason for this, followed by the need to get a job and personal commitments or problems. Another 47.3% indicated that they had given serious consideration to leaving at one time. Need to get a job, personal commitments, and intention to transfer were the most common reasons. The survey report presents a discussion of the representativeness of the sample and provides 30 tables illustrating responses by age, sex, ethnicity, and educational and occupational background.

Beckwith, M. M., & Edwards, S. J. Ethnic minorities in two year colleges: Report to the Higher Education Research Institute. Los Angeles, CA: Center for the Study of Community Colleges, 1979. (ERIC Document Reproduction Service No. ED 176 831)

Research on ethnic minority participation in community college education is reviewed in eight sections. The first delineates the distinguishing features of the modern community college, such as its emphasis on occupational education, its diversity of programs, and the prevalence of non-traditional course-taking patterns. The second section analyzes enrollment data from state and national studies focusing on variations from state to state and revealing that proportionately more minority students are enrolled in two-year institutions than senior institutions. The third section discusses contradictory study results on attrition rates, and argues against the assumption that dropping out represents failure. The fourth section describes special programs for minorities, and the effectiveness of those that encompass both educational and student services. The fifth section argues that current selectivity standards

have made occupational, rather than liberal arts, programs more difficult for minorities to enter. The sixth section suggests how special programs can help overcome barriers to minority success created by open admission policies. The seventh section deals with institutional practices that may hinder or encourage minority participation. The final section enumerates issues concerning articulation/transfer of community college students to senior colleges.

Beck, P., & Others. Recruitment and retention program for minority and disadvantaged students. Journal of Medical Education, 1978, 53, (8), 651-7.

A national survey indicates black freshman enrollment has increased from three percent in 1969 to five percent in 1976, down from six percent in 1973. Non-black minority enrollment remains at less than two percent for any group. Private schools have more special programs and retain more minority students.

Braddock, J. H., II. Desegregation and black student attrition. Urban Education, 1981, 15, (4), 403-18.

Examined the effects of student characteristics such as family background, precollege experiences, student-college congruence, and subsequent commitments on dropout propensity among southern black college students. Found that black students at traditionally black colleges behave in different ways from black students at traditionally white colleges.

Brown, G. H., & Others. The condition of education for hispanic americans. Washington, D.C.: National Center for Educational Statistics, 1980. (ERIC Document Reproduction Service No. ED 188 853)

Organized into 4 chapters, the report provides tabular data for tracing the educational condition for about 12 million Hispanic Americans in the United States, and shows how Hispanics compare with the majority population on various measures of educational participation and achievement. Providing an overview of Hispanic Americans in the U.S. Chapter 1 discusses the problems of defining Hispanics and Hispanic subgroups, and presents general information on such characteristics as size of the Hispanic population, age and geographical distribution, and school enrollment status. Concerned with elementary and secondary education, Chapter 2 covers such topics as enrollment rates, characteristics of high school students, and school noncompletion. This chapter concludes with a brief description of education in Puerto Rico. Covering postsecondary education, Chapter 3 includes tabular data on such topics as enrollment, degrees awarded, and characteristics of students. Portraying the status in American society of Hispanic teenagers and adults as related to their previous level of education, Chapter 4 covers such topics as employment by broad occupational category, unemployment rates, post-high school experiences, and income levels. Throughout the report, data on Hispanics are

compared with data on non-Hispanics to provide an interpretative context.

Buckeley, J. J., & Feldbaum, E. G. Faculty influences on black recruitment and retention in schools and nursing. College park, MD: Maryland University, Program of Health Services Delivery, 1979. (ERIC Document Reproduction Service No. ED 181 859)

To determine why blacks are underrepresented in the field of nursing, a three-year nationwide study was undertaken to examine and evaluate the recruitment and retention strategies used in schools of nursing, and to identify the most successful ones. Forty schools in 16 states were selected by their geographic and program representatives; they offered associate, diploma, and baccalaureate programs in nursing. Data were collected by questionnaire. It was found that (1) the presence and activities of black faculty had a direct bearing on recruitment and retention, even while these faculty members were carrying out all other faculty responsibilities, and (2) these faculty had significant career barriers. White faculty members in integrated (i.e. not predominantly black) schools were more supportive of their school's recruitment and retention efforts than black faculty, although they were less aware of the efforts currently underway. Schools in southern and western states were most successful, overall, and predominantly black schools had more success with retention than integrated schools. Faculty background and attitudes were found to be significant variables in school success, as were innovations in scheduling, course choices and course loads, and teaching methods.

Burrell, L. F. Is there a future for black students on predominately white campuses? Integregated Education, 1980, 18, (5-6), 23-27.

Summarizes the findings of exploratory research into factors that influence the success of minority students in schools with a predominantly white population. Observes that academic, social, and environmental barriers continue to face minorities on predominantly white campuses and presents recommendations to overcome those barriers.

Carr, D. J., & Chittum, C. A study to identify non-academic factors which may positively influence the recruitment and retention of "other race" students at Virginia's state-supported institutions of higher education. Norfolk, VA, Radford University, 1979. (ERIC Document Reproduction Service No. ED 187 166)

Nonacademic factors that may influence recruitment and retention of black students at predominantly white colleges and of white students at predominantly black colleges in Virginia were studied. The study was designed to identify the special problems of these students and the nonacademic activities designed to address those problems. Twenty-one state supported senior and community colleges were surveyed. It was found that for all institutions recruitment activities and special admission procedures account for

the largest number of nonacademic activities reported, nearly doubling the number in any other activity category. Fewer than half of the 21 institutions reported that they provided counseling and instructional outreach activities for prospective applicants and peer counseling activities for newly accepted and entering students. The scope of cocurricular and extracurricular activities reported by black institutions is considerably more limited than that reported by white institutions. The predominant activities at black colleges were student organization activities and athletic activities; these two categories were low at white colleges. Sources of support for nonacademic activities and methods used by institutions to evaluate the effectiveness of nonacademic activities are considered, and case studies of Radford University and Norfolk State University are presented. A literature review concerning student needs and nonacademic activities addressed to meet these needs is included. A bibliography, sample student and faculty questionnaire forms, examples of 18 categories of nonacademic activities, Norfolk State's mission and environmental statement, and a summary of interview responses are included.

Castro, R., & Others. Resource guide for career counseling spanish-speaking & chicano students. San Jose, CA: San Jose City College, 1981. (ERIC Document Reproduction Service No. 205 695)

This resource guide provides help for the counselor attempting to give career advice to Spanish-speaking and Chicano students in high schools and community colleges. The guide is presented in nine sections. The first section provides an overview and general information about Hispanics, along with a review of the literature and an annotated bibliography. Sections 2-4 concern student assessment, language program placement, and affective considerations (such as self-image and decision making) of the student. Section 5 concentrates on techniques for retaining students in school and education-work relationship and suggests such strategies as cooperative work experience programs, vocational programs, and career guidance. In section 7, job search and interview techniques to be taught to students are presented. Section 8 is an annotated bibliography of Spanish language materials for students; while section 9 suggest additional program development resources, including vocational education law as it applies to minorities, student recruitment strategies, and evaluation of counseling programs.

Cipra, K. M. Minority recruitment and retention strategies in schools of nursing: A comparison of integrated and predominately black institutions. College Park, MD: Maryland University, Office of Human Relations Programs, 1979. (ERIC Document Reproduction Service NO. ED 203 772)

A sample of predominantly black and integrated schools were surveyed in 1977 to determine their recruitment and retention strategies of black students. Questionnaires were administered to 34 administrators and 3,579 students from 21 integrated and 13

predominantly black schools of nursing (17 associate and 17 baccalaureate schools). It was found that predominantly black schools were more successful in enrolling black students, but integrated schools were more successful in retaining them. Black students were especially likely to attend programs with moderate admission requirements and schools where over 10 percent of the faculty was black. Financial aid and minority recruitment also affected black enrollments. Predominantly black schools offered more financial assistance and were more active in black recruitment than were integrated schools, especially in utilizing strategies directed toward students who were not recent high school graduates. Black retention rates were highest in schools that offered generous financial aid, flexible course scheduling and credit transference, a combination of retention methods, and a formalized retention program. Except for financial aid, these practices were found more often in integrated than in black schools and they were more prevalent in black schools with the highest retention rates than in those with the lowest rates. More black students attending integrated programs felt that their teachers were responsive and sympathetic to their needs. Information is also presented on student nurses' personal backgrounds; percentage of black faculty at both types of schools; admission criteria; and student reasons for school selection and career choice.

Conference on issues in minority science education. Atlanta, GA: Atlanta University, Resource Center for Science and Engineering, 1979. (ERIC Document Reproduction Service No. ED 181 777)

Proceedings of the conference on issues in minority science education are presented. An overview of Atlanta University's Resource Center for Science and Engineering, which sponsored the conference, and a rationale for the conference are provided. Seven panel discussion reports are given, including such topics as curriculum and faculty development, the role of research, and the relationship of federal agencies to black colleges and universities. A presentation of the "Community Outreach Component" and an address by Herman R. Branson "Knowing Comes First," on the status of black higher education, follow. Group sessions focused on the major programs of biology, chemistry, mathematics and computer science, and physics and engineering with emphasis on the problems and concerns in these majors and strategies and approaches for remedying the problems. Other group sessions used the same problem/concern--strategy/approach to topics in areas of academic management, recruitment and retention, and resources and funding, among others. Following the concluding remarks, a roster of participants is provided. An evaluation of the conference is appended with composite responses, along with data on racial/ethnic enrollments in 1976.

Cohen, A. M. The minority student controversy. Los Angeles, CA: California University, 1980. (ERIC Document Reproduction Service No. ED 183 228)

Community colleges account for over half of the ethnic minority enrollments in America, and a controversy has developed over how well these students are being served. On one hand, community colleges are praised for providing open access to higher education. Critics, however, claim that community colleges track minority students into low level studies and reduce their chances of obtaining baccalaureate degrees. Indeed, this question of quality of service permeates the literature. Several ERIC Documents, for example, explore the causes of minority attrition and the special services, including remedial instruction and academic counseling, that are provided to reduce this attrition. Other efforts to improve service include the extended opportunity programs and services in California and the formation of community colleges especially for minority students. Yet the resolution of the basic controversy rests on the individual's interpretation of the community college mission. If the mission is to provide educational alternatives to high risk, non-traditional students, then community colleges have been a success. If their main goal is to provide traditional instruction leading to transfer to a four-year college, the community, the community colleges are a failure by design. Thus, the question of what is done to assist minority students is intertwined with the definition of the community college's place in higher education.

Cummings, F. E. Degrees, enrollment and field preference for black students in the science and engineering fields: Recent data. Atlanta, GA: Atlanta University, Resource Center for Science and Engineering, 1979. (ERIC Document Reproduction Service No. ED 180 360)

Recently published data concerning freshmen preference, undergraduate and graduate enrollments, and degrees awarded to blacks in science and engineering have been compiled in an effort to determine areas where emphasis might be placed to increase the number of black scientists and engineers. The results indicate that traditionally black colleges continue to enroll a sizeable portion of black undergraduates. An increase in interest in engineering at both black colleges and other institutions is noted. Differences in drawing power of various science and engineering fields by type of institution are also examined. Degrees awarded to black students are tabulated by field, year, institutional type, and degree level. It is noted that black degree recipients as a percent of degree recipients at all levels demonstrate a significant decline in numbers moving from the bachelor's to doctoral level. It is suggested that vigorous recruiting efforts in high schools and community colleges as well as counseling at all levels may increase black enrollment in science and engineering programs.

De Los Santos, A. G., Jr., & Others. Chicano students in institutions of higher education: Access, attrition, and achievement. Austin, TX: Texas University, College of Education, 1980. (ERIC Document Reproduction Service No. ED 205 360)

Despite the community college's historical commitment to the availability of comprehensive education for all citizens, Hispanics have yet to receive a fair share of programs and services. General demographic data, as well as regional and national longitudinal studies, reveal that Hispanic participation and success in all levels of the educational process are not proportional to the ratio of Hispanics in the total population. In addition, the number of Hispanic professionals in higher education has never come close to being proportional to the number of Hispanics in the total population or the to the number of Hispanic students. Even in community colleges, which have traditionally enrolled the majority of Hispanic students, the proportion of Hispanics who graduate is significantly less that that of whites or blacks. To ameliorate this situation, community colleges should rely less upon traditional english-language instruction and provide more bilingual programs. These programs would insure a much needed boost in enrollment, and, at the same time, help the colleges meet the promise of equal educational opportunity. In addition to providing a brief history of the community colleges since 1901 and a discussion of the philosophical bases, functions, and purposes of the community college, the report contains numerous data tables presenting demographic data about Hispanics and other ethnic and racial groups in the United States.

De Ortego Y Gasca, F. An infinity of mirrors: Chicanos and American education. Paper presented at a lecture at East Texas State University, Commerce, TX, May, 1979. (ERIC Document Reproduction Service No. ED 178 245)

Significant changes are needed in the education of Chicano children, changes that range from the earliest head start levels through the college years. American schools reflect the dominant Anglo-American culture and so retain the societal status quo. By perpetuating Anglocentrism, schools have trampled on the cultural and linguistic dignity of Chicano youth. Many Chicano children enter first grade knowing little or no English and are catastrophically and traumatically confronted with a learning environment in a foreign language they cannot deal with. Bilingual programs are often administered with old approaches that have failed in the past and will continue to fail in the future. Teachers may expect less of Chicano students and with this attitude engender failure and disappointment instead of achievement. Relatively few Chicanos manage to get through high school; even fewer go on to college. Those attempting to secure a college education face such problems as enrollment requirement obstacles, discriminatory admission and retention rules, poor secondary school preparation, inadequate finances, and courses irrelevant to Chicanos needs and concerns. Colleges and universities, the public school systems, and the forces of government must all join together to instill into the concept of equal educational opportunity a new vigor, life and meaning.

Devault, M., & Lee, M. Texas student information system non-returning student sub-system. Austin, TX: Austin Community College, 1978. (ERIC Document Reproduction Service No. ED 161 463)

A survey was conducted at Austin Community College (ACC) to determine why students who were previously enrolled chose not to re-enroll after completing at least 12 semester units. Of the 1,641 non-returning students who were sent questionnaires, 449 responded. Survey data on students' level of satisfaction with ACC, their employment status, and educational status is presented for respondents as a whole, and by sex, college major, and ethnic group. Highlights from the report include the following: Over 30% indicated they intended to further pursue educational objectives they had partially completed at ACC; only 6.7% indicated dissatisfaction as a reason for not returning; of the 55% of respondents who were employed, 72% indicated their courses were of value in obtaining a job, performing on the job, or in job advancement; 59% of those transferring to another school lost no credit hours; 67% were interested in taking additional courses at ACC; more males than females were "very satisfied" with the educational experience; males rated veterans' services highest in a group of services while women rated learning lab packages highest; all ethnic groups rated university transfer as their main reason for attending ACC; and 33.3% of the occupational and 25% of the university transfer respondents were "very satisfied" with their experiences.

Eckland, B. K., & Henderson, L. B. College attainment four years after high school. Durham, NC: Center for educational Research and Evaluation, Research Triangle Institution, 1982. (ERIC Document Reproduction Service No. ED 215 643)

As part of the national longitudinal study (NLS) of the high school class of 1972, NLS respondents who went to college, dropped out, returned, and graduated on schedule are analyzed in detail. Information was obtained from the base year and the first three follow-up surveys of the NLS. Findings include the following: Whereas 41% of the senior class enrolled in academic programs in college in 1972, 10% more entered sometime between 1973 and 1976; although only 3 out of 10 of those enrolled in 1972 entered two-year colleges, 5 out of 10 delayed entrants entered two-year institutions; independent of social class, race, or ability, students who entered two-year colleges were substantially more likely to leave college without receiving a bachelor's degree by 1976 then were those who began at four-year colleges; men were somewhat more likely to go to college than women; however, women were more likely to graduate on schedule; men were more likely to return if they had dropped out; one out of four students between 1972 and 1976 had attended college only part-time; the number of part-time students increased over time and was much higher each year in two-year colleges than in four-year colleges; among those who entered colleges in 1972, 45% had dropped out at some point by 1976, 34% within the first 2 years, but only 12% thereafter; 30% of all college dropouts between 1973 and 1975 had returned by 1976; and only 15% of the 1972 cohort had received a bachelor's degree

by 1976. A bibliography, information on study variables and survey error, and statistical tables are appended.

Equal educational opportunity. Washington, D.C.: Howard University Institution for the Study of Educational Policy, 1980. (ERIC Document Reproduction Service No. ED 202 932)

This report analyzes the status of black Americans in higher education from 1975-1977. The book opens with a review of basic concepts of equal educational opportunity and the federal role in guaranteeing equal opportunity. The social and economic context for higher education is then examined with a focus on the national commitment to higher education for blacks, the sociopsychological environment of educational mobility, and family resources and the ability to pay for college. The issue of access to education is discussed in terms of financial aid and graduate and professional school access. Data on the distribution of students by institution and program, along with the distribution of students in professional and graduate schools, follow. Student persistence is analyzed with tables showing the number of bachelor's degree conferred, by race, ethnicity, and major field. Attrition rates are also given and discussed. Longitudinal enrollment and student distribution in traditionally black institutions are shown, and the relationship of federal funds for black and non-black institutions is examined. The report concludes with a summary of all these issues and their meaning.

Fratoe, F. A. The education of nonmetro hispanics. Washington, D.C.: Economic Research Service, Economic Research Development Division Rural Development Research Report No. 31, 1981. (ERIC Document Reproduction Service No. ED 207 735)

By 1979, nonmetro Hispanics trailed whites and metro Hispanics in rates of high school graduation, college completion, and functional literacy; their relative position for these worsened during the seventies, despite absolute gains. While nonmetro Hispanic school enrollments for ages 3-15 compared favorably with other groups in 1978, 36% of nonmetro Hispanic 16-24 year-olds were school dropouts, more than twice as many as nonmetro whites. In 1977, 15% of Hispanic farmworkers 25 and older had more than an elementary education, compared with 75% of white farmworkers; income for nonmetro Hispanic men averaged $3,000 less than for nonmetro white men; the corresponding deficit for women was $1,245. In 1976, of five southwestern states where most nonmetro Hispanics live, only California had more than 50% of limited- and non-English speaking students enrolled in special language programs. In 1979, relatively few nonmetro Hispanic men (5.2%) and women (3.8%) had graduated from 4-year colleges; fewer nonmetro Hispanic males (19.4%) and females (40.4%, many of whom held clerical positions) held white-collar jobs than nonmetro white males (33.1%) and females (54.9%); unemployment rates for nonmetro Hispanics approached 10%. Heavy migration of Hispanics with little schooling from

cities to nonmetro areas during 1975-1979 may partially account for differences in educational attainment of metro/nonmetro residents.

Garcia, S. A., & Seligsohn, H. C. Undergraduate black student retention revised. Educational Record, 1978, 59, (2), 156-65.

It is contended that until now colleges and universities have been reacting defensively to the problem of affirmative action. They must now set realistic goals in recruitment and retention, commit financial and human resources to these goals, and set up contractual agreements that clearly delineate the rights and obligation of the student as well as the institution.

Goodrich, A. A data driven minority student retention model for faculty and administrators in predominately white institutions. Paper presented at the Annual Meeting of the American College Personnel Association, Detroit, MI, March, 1978. (ERIC Document Reproduction Service No. ED 159 503)

Recent data show that while attrition is a problem for the college population as a whole, it is particularly so for minority students attending predominantly white colleges and universities. In addition to financial and academic difficulties, minority students are faced with such concerns as the low number of minority faculty and student support services staff; the dearth of cultural and social programs geared to minority students; an often unfamiliar and unsupportive campus environment; and an attitude of indifference or hostility of many administrators and faculty that make it extremely difficult for even the better prepared minority student to succeed. The data driven retention model described uses computerized monitoring, and campus-wide committees to improve the recruitment, retention, and graduation rates of minority students generally, and particularly those in under-represented disciplines.

Gosman, E., & Others. Student progression and attrition in college: Does race make a difference? Paper presented at the Annual Meeting of the Association for the Study of Higher Education, Washington, D.C., March, 1982. (ERIC Document Reproduction SErvice No. ED 219 042)

Preliminary findings from a study of black student retention and progression in higher education are reported. The findings are based on the responses of eight public and private universities to an institutional data questionnaire (IDQ). Analysis of the IDQ shows that, overall, white students perform better than black students in terms of their college attrition rates, their tendency the prescribed progression pattern, and the length of time they take to graduate. However, the relationships change significantly when the racial composition of the colleges the students attend is taken into account. At predominantly white colleges, white students perform better than black students in terms of both attrition and progression patterns. At predominantly black universities, on the other hand,

black students show a greater tendency to persist and follow the prescribed progression pattern than whites. At the same time, however, both black and white students tend to perform better at predominantly white institutions than at predominantly black institutions. Differences between black and white students' attrition and progression patterns are discussed.

Gracie, L. W. Student retention and graduation at North Carolina State University. Raleigh, NC: North Carolina State University, Division of Student Affairs, 1978. (ERIC Document Reproduction Service No. ED 169 863)

Student retention and attrition patterns of entering freshmen at North Carolina State University and a description of transfer student retention and attrition are presented. The status of freshmen entering the college from 1971-1976 is given in terms of: Total freshmen, black freshmen, white freshmen, freshmen females, freshmen males, graduation rates, and scores on SAT-V and SAT-M. Data on transfer students are for 1974-76 and are presented by departments. Among the findings are the following: After six years at the university, 57.4% of the 1971 cohort had graduated, 8.1% has been suspended, 29.5% had withdrawn, and 4% were still enrolled; approximately 21-26% of freshmen withdrew sometime during the first two years of study, with the largest proportion of withdrawals occurring during the freshman year; the retention rate for black freshmen is greater than for total freshmen, with the exception of the 1973 cohort; at the beginning of the fifth, sixth, and seventh years, the graduation percentage of the 1971 and 1972 cohorts were greater than their white counterparts; for each cohort analyzed, females had higher withdrawal rates than males, and progression rates indicate that females continued at a faster rate than males.

Greene, A. Tomorrow's technical talent. Change, 1979, 11, (7), 168-78.

Although an increasing number of minority students are entering engineering schools, the attrition rate for the group is considerably higher than for majority students. Attempts to deal with this problem are discussed, including remedial programs, recruiting and and counseling, and seeking federal support.

Grigg, C. M. Access, retention and progression of black students through the two-tier Florida higher education system. Atlanta, GA: Southern Education Foundation, 1981. (ERIC Document Reproduction Service No. ED 200 687)

This study addresses the question of whether a state system of higher education based on different tiers (a community college system and a state university system) provides equal access and opportunity for minority students. Specifically, the study investigates access distribution, retention, and progression of minority students using Florida community colleges as the entry point toward baccalaureate, graduate or professional degree. The report provides a history of Florida public community colleges and an anlysis of

the study's methodology. Data are presented regarding: (1) the distribution and enrollment trends and patterns in the Florida system of higher education; (2) undergraduate enrollment and number of degrees granted in the community college system; (3) the progression rate from community college to the state university system; (4) enrollment of students in the state university system; (5) estimated numbers of transfer students in the state university system; (6) retention and persistence of transfer students, especially blacks, in the state university; (7) the distribution of bachelor's degrees among black and white graduates; and (8) the racial and gender distribution of enrollment in two Florida law and medical schools.

Harrower, G., Jr., & Others. Retention: An inductive study of representative student groups at Middlesex County College. Edison, NJ: Middlex County College, 1980. (ERIC Docuemnt Reproduction Service No. ED 198 851)

This five-part report describes a study conducted by Middlesex County College (MCC) to examine the problems and experiences of various segments of its student body and to determine, on the basis of this examination, factors that aggravate student/college interaction and increase student attrition. Part I details study procedures, which involved a series of focused group discussions with randomly selected members of eight segments of the MCC community: black, Hispanic, and veteran students; women students 25 years of age or older; traditional (those who enrolled directly out of high school) students; former students; and faculty and administrators. Part II summarizes, for each group, comments made by participants relating to 15 factors that affect student life: Teachers, campus social life, financial problems, family life, faculty advisors, studying, student facilities, MCC's image, student motivation and maturity, MCC's concern for the student's problems and needs, reasons for attending MCC, reasons for leaving, student self-image, and curricular flexibility. Finally, part III offers vignette profiles of each group, part IV outlines the areas where the groups agreed or disagreed with respect to each of the 15 factors; and part V concludes with a series of generalizations concerning factors that positively or negatively affect the student/college relationship.

Henson, J. W., & Astin, A. W. The minority pipeline: Minorities at different educational transition points. New directions for Higher Education, 1978, 6, (3), 41-46.

Increasing the participation of minority groups at lower educational levels appears to offer substantially greater potential for eventually increasing the representation of minorities in graduate and professional schools than do changes in graduates and professional school admissions procedures. Data from a cooperative institutional research program (CIRP) survey are reported.

Increasing the rate and retention of community college transfers from underrepresented groups: A report to the California Legislature. Sacramento, CA: California Community Colleges, Office of the Chancellor, 1979. (ERIC Document Reproduction Service No. ED 178 108)

The development is described of a master plan to increase the rate of enrollment and retention of minority, women, and handicapped student transfers from the California Community colleges (CCC) to the University of California (UC) and the California State Universities and colleges (CSUC). The report first cites the larger proportion of minority students within the CCC than within the UC or the CSUC, the increase in the percentage of undergraduate women at the UC and the CSUC, and the continuing efforts of all three educational segments to meet the needs of handicapped students. The non-traditional age and employment characteristics of CCC and CSUC students are then discussed, along with the need to create special outreach and support services for underrepresented students. In addition, the increased funding, institutional commitment, and intersegmental cooperation that such services require are considered. Next, a CCC proposal is examined for the improved identification of underrepresented community college students who, knowingly or unknowingly, are enrolled in a transfer sequence. The remainder of the report defines and discusses outreach, admissions, financial aid, and support services program areas as they relate to underrepresented student transfers. Existing institutional and joint efforts, joint definitions of problems, and proposed solutions are also outlined.

James, W. H., & Others. A study of educational opportunity program (EPO) students within health science career preparation programs Seattle, WA: Washington University, Educational Assessment Center, 1979. (ERIC Document Reproduction Service No. ED 180 319)

Participation of minority students within health science career preparation programs is investigated in this study from the University of Washington. The history of minority admissions to medical and nursing schools throughout the country is reviewed. Health science programs for minorities at the University are discussed and the impact of the preprofessional program for minority students is assessed. Special biology, physics, and mathematics courses for opportunity program students are described. An overview of each health science program at the University of Washington is included for the schools of medicine, pharmacy, dentistry, and nursing, the clinical dietetics program, prosthetics and orthodontics program, and the physical therapy program. Among the variables investigated by a survey of the University of Washington minority students interested in the health sciences were: Enrollment status, courses taken and grades received; work and volunteer experiences; sources of health science interest; grade point averages; and for those no longer enrolled, reasons for leaving the University. Survey results indicate a high attrition rate, 63%, for minority students in the health science field. Many factors were found to contribute to students' decisions to drop out including both academic and personal reasons. Along with statistical summaries of these data, the report includes suggestions for further research and a copy of the survey instrument.

Jones, L. G. Black students enrolled in white colleges and universities: Their attitudes and perceptions. Atlanta, GA: Southern Regional Education Board, 1979. (ERIC Document Reproduction Service No. ED 181 834)

A sample of 2,564 black college students attending 19 predominately white colleges in the south were surveyed to determine their attitudes and opinions about their institutions. The students were generally female, under 21 years of age, single, and enrolled full-time. The survey focused on four areas: Campus life and activities, college choice, minority student recruitment, and problems in attending a predominantly white institution. In general the respondents felt that their institutions were not making enough of an effort to recruit and maintain minority faculty and students. They felt that the most important factor in recruiting minority students was increased financial aid. The black students thought more consideration should be given to minority student interests and that there should be increased minority participation in planning and developing special programs. Overall, the black students indicated that they chose to attend a predominantly white institution because of its recognized quality and reputation. The respondents indicated that they felt they had an additional burden to bear as minority students on white campuses. The survey also indicated a high persistence rate for these students. It is recommended that the traditionally white institutions commit themselves to meeting the special needs of minority students. Appended are an explanation of the research methodology, data tables, and the survey questionnaire.

Koon, J. Undergraduate and graduate enrollments of blacks and chicanos at UCB. Berkeley, CA: California University, Office of Academic Affairs, 1979. (ERIC Document Reproduction Service No. ED 180 425)

Data are presented concerning the enrollments of black and chicano graduate and undergraduate students at the University of California at Berkeley. Some problems, particularly those stemming from academic decision-making at the undergraduate level, are noted. A number of problematic academic decisions that are (were) likely to affect negatively the recruitment and retention of black and Chicano students are covered. Data are presented on the enrollments for these two groups by department and level for 1974 and 1978. Data on black and Hispanic enrollments for the Berkeley campus are contrasted with those systemwide, and other related information are also presented. It is concluded that the decline in black undergraduate enrollments at the Berkeley campus and the low level of enrollment of Hispanic graduate and undergraduate students have impaired progress across the University of California system as a whole.

Lambert, L., & Others. Target date, 2000 AD: Goals for achieving higher education equity for black americans, Volume I. Washington, D.C.: National Advisory Committee on Black Higher Education and Black Colleges and Universities, 1980. (ERIC Document Reproduction Service No. ED 197 682)

Long-range planning to increase the participation of black Americans in higher education and to enhance historically black colleges and universities is addressed. Demographic trends concerning the black population and their representation in higher education are examined along with implications of projections about higher education. Labor market projections are also assessed. Demographic information includes the following: Black and white dropouts in selected age groups (16-19, 29-24, and 25-34 years old) in 1970 and 1975-79, black and white college enrollment, enrollment of blacks by type of institution, enrollment and degrees conferred in historically black colleges 1966-79, and representation of blacks in the professions of medicine, dentistry, and law. Implications of projections made by major researchers are considered and include the following areas: Undergraduate enrollment declines, recruitment of part-time and older students, recruitment of minority and low income groups to rectify declining enrollments, increased enrollments in the community colleges, continued expansion of middle income student aid programs, budget cuts and shrinking tax dollars, reduction in the number of faculty, and vigorous state-level higher education planning. The economic and educational implications for black America of labor market projections are considered. Goals for achieving higher education equity for blacks and recommended activities for achieving the goals are addressed. Among the areas of concern are the following: Increasing black higher education enrollment, particularly in degree programs and in scientific and technical fields; increasing opportunities for Blacks to enroll in graduate and professional schools and participate in postdoctoral research, increasing black retention and graduation rates, and increasing the number of black faculty and administrators. A second volume details how recommended actions might be implemented.

Lavin, D. E., & Others. Open admissions and equal access: A study of ethnic groups in the City University of New York. Harvard Educational Review, 1979, 49, (1), 53-92.

No definite evidence has demonstrated declining standards resulting from City University of New York's open-admissions policy. Argues that the policy has successfully reduced educational inequities. Basing conclusions on a study of the first three open-admissions classes, examines effects on University's ethnic composition, integration at various levels, and different ethnic group's academic performance.

Lynch, J. M. Maximizing productivity in thirty-two black graduate schools. Washington, D.C.: Office ofEducation, 1978.

Twenty-five publicly-controlled and seven privately-controlled black graduate schools in 14 states were studied to analyze the resources and potential of the institutions in order to use them more effectively. Among the topics within the report are: History, purpose, mission, and goals of the institution; enrollments (both general and in specific fields); integration of students; students in postbaccalaureate study; admission; retention and graduation; faculty background and salaries; programs and program plans; and resources and needs of the institutions. Much of the data is pre-

sented in tabular or graphic form, with narration.

Martinez, L. S. Report on the ethnic minority at the University of Utah with a specific look at the health sciences. Salt Lake City, Utah: Utah University, Ethnic Minority Student Health Science Center, 1978. (ERIC Document Reproduction Service No. ED 149 940)

Although the Utah State Board of Education estimates that approximately 10% of the minority high school graduates enter post-secondary educational institutions, the University of Utah registration statistics indicate that only 1% complete requirements for a baccalaureate degree. Of the estimated 2,000 minorities enrolled in Utah's colleges and universities, only 5% are pursuing professional health science degrees. In September 1977, a survey was conducted to determine the number and degree programs of Chicanos, Blacks, native Americans and orientals enrolled in each college of the University of Utah for the past three years, minority recruitment and retention programs within each college, and why it was believed that minorities did or did not choose the respective college to matriculate in. It was found that few non-health science colleges even came close to having an equivalent percentage of minority students enrolled in their programs as there were minorities in the state. The majority of the colleges did not have minority recruitment or retention programs. Since 1969 the colleges of pharmacy, medicine, nursing, and health had participated in various programs to increase the number of minority students and faculty. The college of medicine had the best success ratio in developing recruitment, admission, and retention programs for minorities. Programs for minorities included the health science summer program, the university tutoring service, and the Center for Ethnic Student Affairs.

McClain, B. R. Racism in higher education: A societal reflection. Negro Educational Review, 1982, 33, (1), 34-45.

Assesses results of attitudinal racism in white institutions through examination (by race and sex) of college experience of the civilian labor force for 1977-79. Asserts that a lack of increased black enrollment and retention rates demonstrate the need for a collective effort to raise the national consciousness in support of equal opportunity.

Moen, N. W. Ed. Renovation of the A.A. degree program, the general college retention (PEP) program, evaluation of general colleges. Minnesota University, General College Newsletter, 1980, 26, (3), 1. (ERIC Document Reproduction Service No. ED 190 976)

Three major topics are covered in this newsletter. The first describes the progress of a committee studying the renovation of the Associates in Arts degree. Elements of a good two-year degree program are listed, followed by suggestions of reports the committee may find helpful in accomplishing its goals. The second

topic concerns the general college retention program developed to encourage academic improvement in three groups of students: Blacks, American Indians, and Chicanos/Latinos. Three pilot education packages (PEP) are described, each a three-quarter, integrated, interdisciplinary set of modules of skills development, subject matter courses, career planning, and counseling. The gradual integration of PEP students into the general student body and special problems of the monolingual Chicanos/Latinos are discussed. Some early observations are presented which indicate PEP is accomplishing its retention goals. A discussion of the future of the program includes the need for more minority-group staff members, increased attention to career planning, and PEP's to reach other high-risk student groups. PEP schedules and course descriptions are included. The third topic, evaluation of general college, considers a plan for a self-study total assessment of the general college.

Moody, F. B., & Others. Improving vocational education in black colleges and universities. Columbus, OH: Ohio State University, National Center for Research in Vocational Education, 1981. (ERIC Document Reproduction Service No. ED 300 798)

This resource facilitator guide is the product of a project conducted by the National Center for Research in Vocational Education to improve vocational education in black colleges and universities. The guide results from a search of the literature to find materials and services that may be useful and responsive to the needs identified by black colleges and universities for the improvement and delivery of vocational education programs. Included are documents, papers, reports, and journal articles on thirteen priority topics: Funding, political astuteness, personnel development, recruitment/admission/retention, facilties, curriculum, research, grantsmanship, communication and articulation, follow-up/follow-through, institutional role and scope, dissemination of information, and youth organizations. For each reference cited, the following formation is provided: Title, developer, date of publication, availability, type of resource (e.g. paperback, journal article), and a brief abstract.

Moyer, A., & Others. Minorities in technical education: A report of the community task force for expanding minority opportunities in technical education. Canton, OH: Stark Technical College, 1978. (ERIC Document Reproduction Service No. ED 213 441)

During the period 1976-77 through 1977-78, Stark Technical College (STC) conducted a project to increase minority opportunities and participation in technical education. Three task forces were created to study issues and develop program models to achieve this end. The task force on student retention devised a plan incorporating a role model recruitment program; a summer technical camp for junior high students; topical training programs for faculty, staff, and students; campus satellite course programs; and a slide presentation about STC student life. The task force

on recruiting and financial aid proposed a model including a summer college day at STC, a portable technical education information display unit, and a financial aid presentation for parents and students. The task force on adult education recommended strategies to encourage adult minority enrollment through off-campus learning activities, an older student councils. This document contains the reports of three task forces, which summarize activities and goals and include the program models. Appendices contain: (1) a proposal for an academic excellence program directed at elementary and junior high schools; (2) a report on a consortial approach to pre-college engineering education for minorities; (3) excerpts from the STC Alumni Review; (4) an outline of a project to foster interest in math, science, and engineering; and (5) a program description for black student retention.

1980-81 general college retention program: Final report. Three papers pertaining to the general college pilot education program (PEP), 1982. (ERIC Document Reproduction Service No. ED 216 595)

Three papers pertaining to the general college pilot education program (PEP), a retention effort undertaken by the general college University of Minnesota, are presented. In "An Overview of the General College PEP Program in its Second Year," C. P. Zanoni addresses the components of the program, evaluation efforts, and program costs. The PEP program is an academic support-service designed to assist, encourage, and retain high-risk students. The program consists of three individualized PEP packages, each of which is designed to meet the academic and support service needs of a particular ethnic or racial minority group. The components of the three PEP packages (American Indian, Chicano/Latino, and black) consists of skills development courses (language modules) subject matter modules, support services, and individualized course assistance. In "the second year of the general college PEP program: A curriculum experiment for underprepared minority students," John L. Romano and Joan B. Garfield, indicate that the overall retention rate of PEP students increased from 59% in 1979-80 to 70% in 1980-81. A demographic profile of entry-level students enrolled in the 1980-81 PEP program, along with academic achievement, and the progess of 1979-80 students who continued or dropped out of the university are addressed. In "Teaching Writing in the PEP III Package," April Knutson discusses requirements of the PEP writing courses and the outcomes of the course with black students. Course listings and program costs for 1980-81 are appended.

Nossen, R. Ed. The retention committee, University of Pittsburgh. Pittsburgh, PA: Pittsburgh University, 1980. (ERIC Document Reproduction Service No. ED 200 178)

Studies by task forces of the University of Pittsburgh's retention committee, which identified problem areas and offered

suggestions to increase student retention, are described. The task force on student/faculty relationships studied existing files of complaints from students and surveyed students on their experiences with their faculty members. Complaints about faculty included: Lack of commitment to the teaching task, inaccessibility to students, and poor teaching skills. The task force on advisement recommended drafting a policy statement concerning advisement that would specify guidelines, advisor/advisee ratios, and other needs. The task force on the freshmen year offered suggestions regarding initial contacts with the university, adjustments to the university, academic skills program, and other areas. The task force on commuter concerns addressed the needs of commuters of the traditional college age group and made recommendations concerning academic and related support areas, information access, and student activities. The task force on minorities obtained information regarding undergraduate minority student retention from schools within the university and identified concerns within environmental, sociocultural, and cognitive/affective perceptions of the university's physical environment, which was defined in terms of its academic and nonacademic facilities and its general ambiance. Appended materials include student comments concerning faculty, and a sample faculty relations questionnaire.

A plan to assure equal postsecondary educational opportunity. Annapolis, MD: Maryland State Board for Higher Education, 1980. (ERIC Document Reproduction Service No. ED 206 216)

The present report was developed as a reassessment and revision of the 1974 state plan for completing desegregation of higher education to meet new challenges and problems in the 1980s. Accomplishment of the new goals was targeted for 1985. This report has four chapters. Chapter one summarizes the goals and recommendations of the task force on undergraduate, graduate, and first professional program accessibility; underrepresented fields of study, retention, student governing boards; evaluation and implementation; and institutional budgeting. Chapter two reviews the legal background of the 1974 plan and outlines the task force's philosophical position on equal educational opportunity. The third chapter is an assessment of the present status of equal educational opportunity in the state, and chapter four gives the analysis and rationale for the numerical goals and program recommendations adopted by the task force. The new goals include (1) ensuring equal postsecondary educational access; and (2) preserving the viability of historically black institutions. A section contains extensive data tables on state and institutional demographic, enrollment, retention, and staffing characteristics. Technical appendices include projections of the 1985 black high school graduates and 1985 black full-time freshmen, and notes on the development of the 1985 graduate other-race enrollment goals.

Preer, J. L. Minority access to higher education. Washington, D.C.: American Association for Higher Education, 1981. (ERIC Document Reproduction Service No. ED 207 474)

The current status of minority enrollment in higher education and specific concerns that affect students and the institution are examined. Minority enrollment at different institutional levels, in different fields of study, and over different periods of time is examined. Findings reveal a more complex pattern of gains and slowdowns than gross statistics for the last decade indicate. Hispanics and women continue to increase their share of the total enrollment, but blacks experience a slackening momentum. The policy framework created by legislation and litigation on issues affecting student access is considered, and the following three related issues are examined: The pool of minority applicants; designing more equitable admission procedures; and retaining minority students through graduation. Minority groups, especially blacks and Hispanics, suffer from inadequate secondary school preparation and counseling and from economic and psychometric barriers. They are disproportionately overrepresented in two year colleges and graduate and professional schools. Measures of particular applicability to specific minority group concern must reflect a sensitivity to an institution's own makeup and institutional role. Such measures require an internal system of data gathering to indicate enrollment trends and retention problems; recruitment of faculty and professional staff trained in teaching or counseling poorly prepared students and sensitive to diverse minority group needs; and development of campus services responsive to the linguistic and cultural traditions of minority students. A bibliography is appended.

Proceedings of the workshop on retention of minority undergraduate students in engineering. Cambridge, MA: Office of Minority Education, Massachusetts Institute of Technology, 1978. (ERIC Document Reproduction Service No. ED 179 338)

The objectives of this workshop, held at the Massachusetts Institute of Technology in 1977, were to form recommendations and to develop strategies for the implementation fo these recommendations derived from a thorough review and assessment of the educational experiences of minority undergraduate students in engineering, and to develop strategies for implementing the recommendations. One contribution of the workshop was the definition of the minimum conditions necessary for the structuring, implementing, and evaluating of academic support services designed to reduce the attrition of minority students. Another result was the redefinition of pre-freshman summer academic enrichment projects and college programs. The workshop provided profiles of academic success and failure in engineering degree programs. It also led to an examination of various nonacademic components of university activities affecting academic performance and provided an assessment of funding sources, governance,

and organizational structures of support programs for minorities in engineering.

Rasor, M. EOP and SAA undergraduates who left UC Davis without a degree. Davis, CA:, California University, Office of Student Affairs, 1981. (ERIC Document Reproduction Service No. ED 213 361)

Undergraduate students enrolled in the educational opportunity program (EOP) or the student affirmative action (SAA) program at the University of California (UC), Davis, who withdrew before graduation were surveyed in 1981. Attention was directed to the respondents' educational experiences after leaving, their current employment, and their feelings about enrollment at the University. Analysis of responses from 186 former students, or 16% of the total population, indicated the following: 75% enrolled at another educational institution after leaving UC Davis; about 25% of these transfer students had earned degrees, and most of the remainder were still working toward a degree; job satisfaction among respondents was mixed; about 50% are working in their chosen career field, slightly over 50% are satisfied with their jobs, and about 20% are dissatisfied; a majority left UC Davis because of academic factors, and many found the coursework difficult and competitive; SAA students were more likely to have left for ethnic minority students often felt isolated at UC Davis. It is recommended that outreach programs in secondary schools be increased, that priority be given to support services for EOP and SAA students, and that a means be found to increase social interaction among EOP and SAA students. A bibliography and sample interview form are appended.

Rendon, L. I. The three r's for Hispanics in higher education: Retention, recruitment, and research. Paper presented to the College Recruitment Association for Hispanics, 1981. (ERIC Document Reproduction Service No. ED 203 892)

After discussing several issues related to the disproportionately large number of minority students who initiate baccalaureate studies at two-year colleges, this paper urges minority community colleges to strengthen the college transfer function. The paper first summarizes the problems and characteristics of today's community college transfer student' statistically demonstrates the disproportionate concentration of minority students at two-year colleges; and points out that while community colleges have increased minority access to education, they have not succeeded in reducing minority attrition. The underrepresentation of Hispanics in higher education is then examined, as are the socioeconomic barriers to educational success faced by Hispanic students and the need to address these barriers in college articulation agreements. Finally, the paper presents ten recommendations for minority transfer education: (1) make

transfer education a top institutional priority; (2) agressively recruit minorities; (3) complete articulation agreements with high schools and universities; (4) place an individual in charge of the transfer process; (5) assess minority students' educational needs; (6) study retention/attrition factors; (7) conduct follow-up studies of transfer students; (8) establish a retention program; (9) provide counseling and support services; and (10) conduct relevant institutional research.

Report on the survey for non-returning black students in the spring semester, 1977. Fayetteville, Arkansas: University of Arkansas, 1978. (ERIC Document Reproduction Service No. ED 152 888)

This report presents the results of a survey which was undertaken in order to develop an understanding of the University of Arkansas' environment as experienced by black students. It assessed the students' causes for leaving the University during their freshman year. Thirty-four black students who had attended school in the fall of 1976 did not return to the University in the spring of 1977. All of these students were contacted and 17 of the students participated in the survey. The survey included questions from various sources. Students were questioned to determine: (1) what items represented problems (a rating of the severity of the problems which they encountered as students was used), and (2) what items represented problems which caused them to leave the University with a ranking of these items. Following the rating of each item, respondents were asked to pick the 10 most important items in causing them to leave the University and to rank these 10 in the order of their importance. Results indicated that the major problem areas which emerged were quite similar to, and in many cases the same as, those problem areas which were ranked as the most important causes of dropout. In both methods of assessment students expressed a deep sense of alienation in the classroom and with teachers.

Rinck, L. L. Current recruitment practices in community colleges and other post secondary institutions. Kenosha, WI: Gateway Technical Institution, 1979. (ERIC Document Reproduction Service No. ED 169 996)

Research documents, conference presentations, and journal articles are used in a five-part review of recruitment strategies currently being employed at junior colleges. The first section provides background information on the development of the community college movement. The second section focuses on changing student objectives and their implications in terms of meeting needs for lifelong learning and demands for equal access to education. In addition, this section discusses trends towards increasing state intervention by quoting definitions, recommendations for successful marketing techniques to student recruitment, and studies of student

attrition and ways an effective and comprehensive marketing program can reduce it. A fourth seciton reviews approaches to marketing found in the literature. These include: Informational advertising, college mailings, provision of complete and accurate information to prospecitve students, verification of informational completeness and of accuracy, use of telecourses, thematic approaches to recruitment, use of a marketing task force, and market segmentation. Additionally, special attention is focused on increasing handicapped and minority enrollments and persistence. A final section draws recommendations from the literature for meeting student needs and new educational goals.

Rosenthal, W. Summer 1980 report of persistence-attrition of members of ethnic groups. East Lansing, MI: Michigan State University Office of Institutional Research, 1980. (ERIC Document Reproduction Service No. ED 191 412)

Statistical data and some descriptive analysis on persistence/attrition for various ethnic groups entering Michigan State University are presented. Data for students entering the University from fall 1973 to fall 1978 show that at the end of summer 1979: (1) Chicanos had the highest noncompletion rate; (2) although whites have the highest completion rates in most years, American Indians and other Hispanics have similar rates in several of those years; (3) Asians and blacks comprise the middle group, with similar rates in several years; and (4) the spread of attrition rates, with the exception of the rate for Chicanos, is relatively narrow (approximately 8-9 percent). Separate data are provided by ethnic group for first-time freshmen, transfers from Michigan community colleges, and transfers from other community colleges. Data are also broken down by numbers who graduated, numbers in good standing, those in academic difficulty, or not enrolled at the end of summer 1979.

Sanford, T. R. Predicting college graduation for black and white freshmen applicants. Paper presented at the Annual Meeting of the Association for the Study of Higher Education, Washington, D.C., March, 1981. (ERIC Document Reproduction Sercice No. ED 203 806)

The usefulness of equations to predict graduation from college was studied using data from the 1974 freshman class of a major research university. The following predictor variables were assessed using multiple regression and discriminant analyses: Sex, race, residency, major, high school rank, high school size, scholastic aptitude test scores, and predicted grade point average. The percentage of variance that was explained was 14.4% for blacks, 4.9% for whites, and 7.4% for blacks and whites. Discriminant analyses yielded correct predictions for 64.5% of the blacks, 57.65% of the whites, and 64.78% of both races. It is concluded that while the resutlts are not impressive, they do support the need for continued research in the area.

Sanford, T. R. Retention and persistence data. Paper presented to the Inter-Institutional Research Group of the Institute on Desegregation, North Carolina Central University, Durham, NC, July, 1980. (ERIC Document Reproduction Service No. ED 188 562)

Two studies are combined with an introductory section: One is "Persistence to Graduation for Freshmen Entering the University of North Carolina at Chapel Hill, 1967-75," by Timothy Sanford, and the second is "Freshman, Transfer, Professional, Masters, and Doctoral Student Retention at the University of North Carolina at Chapel Hill," by Paul D. Naylor and Timothy Sanford. Data tables, charts, and narratives present the results of these two studies. It is found that professsional students show the highest retention rates; freshman graduation rates are rising noticeably with corresponding increasing in the percentages getting their degrees earlier and later than the traditional four-year period; and differences between black and white students appear to be decreasing. Using freshman applicant data to compute predicted graduation equations for future freshmen shows some promise, particularly for black applicants; additional work is suggested in this area.

Sedlacek, W. E., & Webster, D. W. Admission and retention of minority students in large universities. Journal of College Student Personnel, 1978, 19, (3), 242-8.

A national survey indicates black freshman enrollment has increased from three percent in 1969 to five percent in 1976, down from six percent in 1973. Non-black minority enrollments remains at less than two percent for any group. Private schools have more special programs and retain more minority students.

Sheldon, M., & Stephen, H. R. Statewide Longitudinal Study: Report on academic year 1978-1979. Woodland Hills, CA: Pierce College, 1980. (ERIC Document Reproduction Service No. ED 184 636)

This three-part report summarizes data collected during fiscal year 1978-79. In a longitudinal study of 7,957, students at 15 California community colleges. Part I compares findings for vocational and non-vocational students in terms of demographic characteristics, educational objectives, academic achievement during the 1978-79 school year, employment status, and student evaluation of college services. Selected findings in this section reveal that while there were few demographic differences between vocational and non-vocational students, vocational students signed up for and completed slightly more units and were more likely to complete their objectives for attending college. Part II compares day and evening students with respect to the same variables, demonstrating that evening students were older, were more likely to be married and have dependents; and had a higher degree of persistence. Part III discusses: (1) the feasibility of using sampling techniques to meet state reporting requirements; (2) the representation of economically and educationally disadvantaged, displaced

homemakers, limited-English-speaking, ethnic minorities, persons in non-traditional curricula, and physically handicapped in the study sample and their characteristics; and (3) 15 student prototypes designed to provide a more complete picture of the heterogeneous student body served by the community colleges.

Simmons, R., & Maxwell, S. C. Principles of success in programs for minority students. Boboken, NJ: Stevens Institution of Technology, 1978. (ERIC Document Reproduction Service No. ED 184 636)

Many special programs for minorities have had problems in retaining students. These problems can be addressed in a comprehensive program on campus. This approach characterizes the Stevens Technical Enrichment Program (STEP) at the Stevens Institute of Technology. Minority enrollment there has increased from 3 in 1973 to 86 in 1978. These students, many from inner city high schools, have progressed because of the college support programs and their own high motivation. The successes of STEP yield principles and recommendations of value for other institutions. The suggestions that are made to increase retention include: The fostering of a good academic support program, dissemination of information and communications, establishing positive relations with high schools, encouraging institutional support and developing alternative and private funding sources providing sensitive counseling, motivating students, fostering good community and parent relations, and providing staff training.

Sixth midyear desegregation status report for public postsecondary education institutions in the State of Maryland. Annapolis, MD: State Board for Higher Education, 1981. (ERIC Document Reproduction Service No. ED 194 918)

Institutional progress in implementation of Maryland's desegretation plan for public postsecondary education institutions is reported. Midyear status reports are presented by each institution. Information is also given on desegregation activities of the State Board for Higher Education for August 1979 through July 1980 and on funds appropriated in funding year 1981 for implementation of the state's desegregation plan. The narrative summary of overall progress to date indicates that in the fall of 1979, the state's Public Higher Education Board reported 21.8% black students enrolled as full-time undergraduates. Community colleges as a group increased their black enrollments between 1978 and 1979, and 7% of all first-professional students enrolled in the state's public universities were black; the proportion has remained constant since 1977. Additionally, black administrators and faculty are clustered in the predominantly black institutions. Highlights of the midyear institutional reports are presented for the community college segments, state colleges and universities segment, University of Maryland segment, and St. Mary's College of Maryland. Information is included on student recruitment, student retention, financial aid, and faculty/staff recruitment.

Smith, C. H. The predominately black college: An exploration of its role and function. Paper presented to the Annual Meeting of Council of Black American Affairs, April, 1981. (ERIC Document Reproduction Service No. ED 207 409)

The role of predominantly black colleges and reasons that they are needed by their constituencies are considered. It is suggested that one of the primary reasons historically black colleges have experienced enrollment and program growth is the perception of the black community about the significance of these institutions. It is claimed that the majority of black students attending predominantly white colleges are leaving before they graduate because their needs are not met by these institutions. Traditionally, predominantly black institutions have educated the spectrum of talented and untalented and have developed a capacity to provide a broad range of academic experiences to challenge each category of student, to facilitate their growth and to satisfy their educational needs.

Smith, D. H. Admissions and retention problems of black students at seven predominately white universities. Metasm, 1980, 1, (2), 22-46.

This report analyzes the status of black Americans in higher education from 1975-1977. The book opens with a review of basic concepts of equal educational opportunity and the federal role in guaranteeing equal opportunity. The social and economic context for higher education is then examined with a focus on the national commitment to higher education for blacks, the sociopsychological environment of educational mobility, and family resources and the ability to pay for college. The issue of access to education is discussed in terms of financial aid and graduate and professional school access. Data on the distribution of students by institution and program, along with the distribution of students in professional and graduate schools, follow. Student persistence is analyzed with tables showing the number of bachelor's degrees conferred, by race, ethnicity, and major field. Attrition rates are also given and discussed. Longitudinal enrollment and student distribution in traditionally black institutions are shown, and the relationship of federal funds for black and non-black institutions is examined. The report concludes with a summary of all these issues and their meaning.

Smith, D. H. Admissions and retention problems of black students at seven predominately white universities. Washington, D.C.: National Advisory Committee on Black Higher Education and Black Colleges and Universities, 1980. (ERIC Document Reproduction Service No. ED 201 255)

Interviews were administered to black students, faculty, and administrators and to white faculty and administrators to: (1) identify problems related to retention of black undergraduates and

propose strategies for resolving retention problems; and (2) make recommendations regarding the responsibilities of predominantly white institutions in assuring opportunities to black students.

Smith, J. e. & Henderson C. Enrollment and retention in and desegregation of postsecondary education institutions: An abridged bibliography. Durham, NC: Central University, 1982. (ERIC Document Reproduction Service No. ED 216 667)

A bibliography on enrollment, student retention/attrition, and desegregation in higher education is presented, including an introduction by Cath Henderson. The bibliography covers publications from the early 1960s through 1981 and contains 501 entries, which are presented alphabetically by author. The bibliography is the result of research conducted by Jeff E. Smith from 1974 through 1981. Henderson's introductory comments address influences on college enrollments in the 1980s and 1990s; the increased competition by colleges, the armed services, and private industry for the traditionally college-age cohort (18-24-year-olds); and the need for colleges to concentrate on educating the students already enrolled. She suggests that the following areas need attention at most colleges: Use of packaging of federal, state, private, and institutional aid to minimize the debt burden for upperclassmen; help in the selection of a major field for undergraduates who feel uncertain about their interests and career options; help to any student who needs career counseling and job placement ideas; and internships to permit students to blend classroom and job experiences prior to graduation. She notes that this bibliography, by providing a single reference that can guide campus officials to helpful ideas to improve enrollment planning strategies, is important to the literature on enrollment planning. The bibliography can assist campus administrators to become familiar with both retention research and the institutional case studies where ideas have been tested.

Stock, W. A., & Schmid, R. F. Creating an institutional perspective for evaluating the admission of minorities. College and University, 1980, 56, (1), 76-82.

Study of freshman applicants and persistence at Arizona State University revealed that at first years end the ethnic composition of applicants and students was very similar. However, no admissions model that attempts to match some community's ethnic composition can be constructed to assure adequate representation of all minorities, although steps can be taken to increase minority participation.

Stonewater, J. K. Strategies for increasing minority engineering enrollment and retention. Engineering Education, 1981, 72, (2), 175-77.

Describes and evaluates strategies used to increase minority enrollment at Michigan State University's College of Engineering. The three-year (1974-77) program focused on the development of recruitment programs and the design of innovative curricula and counseling programs to retain students until they successfully graduated from engineering.

Student Affirmative action plan for the California Community College. Sacramento, CA: California Community Colleges, 1979. (ERIC Document Reproduction Service No. ED 192 822)

Policies, relevant enrollment data, and plans of action for recruiting and retaining minority students are presented in a student affirmative action plan for the California community colleges. After introductory material outlining the goals of student affirmative action and the legal responsibility of state and district educational authorities to achieve these goals, the plan examines the underrepresentation of ethnic minorities, women, those with low incomes, handicapped individuals, and older adults in community college enrollments. The need to correct this underrepresentation through improved access, retention, and institutional commitment is then discussed, followed by suggested plans of action for: (1) Expanded efforts in outreach, recruitment, and admissions; (2) more responsive counseling, student affiars, basic skills, and tutorial services; (3) the continued development of special programs and financial support for underrepresented students, such as the extended opportunity programs and services; and (4) improved faculty, staff, and student awareness of underrepresented students and their preferred modes of learning.

Thomas, G. E. (Ed.) Black students in higher education: Conditions and experience in the 1970s. Greenwood press, Westport, CT, 1981.

The conditions and experiences of black students in higher education in the 1970s are addressed in 27 essays. The essays are catergorized in terms of: History and profile; admissions and access; enrollment, academic experience, and career choice; black higher educational survival; recruitment and retention; and structural policies. Among the contents are the following: "Blacks in Higher Education to 1954: A Historical Overview," by John E. Fleming; "Black Students in Black and White Institutions," by Helen S. Astin and Patricia H. Cross; "The Effects of Standardized Achievement Test Performance and Family Status on Black-White College Access," by Gail E. Thomas; "Factors Affecting Black Students' Persistence in College," by Patricia H. Cross and Helen S. Astin; "Correlates of Black Student Adjustment, Achievement, and Aspirations at a Predominantly White Southern University," by Walter R. Allen; "The Major Field Choices and Occupational Career Orientations of black and white college students, "by Jomills Henry Braddock II;

"The Access of Black Students to Medical and Law Schools: Trends and Bakke Implications," by James E. Blackwell; "Critical Factors for the Survival of First Generation College Blacks," by Will B. Scott; "An Example of Student retention for Minority Engineering Programs," by Randolph W. Bromery; "A Year's Experience," by Robert H. Geertsma; "Legislative Remedies for Increasing the Educational Access and Retention of Minorities," by Frank Brown; "The Adams Mandate: A Format for Acheiving Equal Educational Opportunity and Attainment," by Leonard L. Haynes, III; and "Desegregation and Black Student Higher Educational Access," by Gail E. Thomas, James M. McPartland, and Denise C. Gottfredson.

Tilton, B. D. The development and use of a computerized data base for monitoring student retention. Paper presented at the Annual Forum of the Association for Institutional Research, San Diego, CA, May, 1979. (ERIC Document Reproduction Service No. ED 174 097)

The development and maintenance of a computerized data base at Florida State University and its use in monitoring student retention are discussed. The information system was needed to support a study of persistence of black students and to provide updating on a regular basis of changes in attendance patterns. A system was designed using Mark IV. In addition to its use in monitoring changes in student retention rates, the retention data base can be used for the following purposes: To assess the impact of policy changes/new programs implemented to decrease student attrition rates; to identify members of specific groups for followup surveys; and to develop predictor models of student success. The studies conducted by the college's subcommittee on black student retention examined retention rates by type of student at date of entry (first-time, transfer, or graduate) and by race (black or white). Study conclusions and recommendations are listed.

Tracey, T. J., & Sedlacek, W. E. A description and illustration of a model for conducting student retention research. College Park, MD: University of Maryland, Office of Vice Chancellor for Student Affairs, 1980. (ERIC Document Reproduction Service No. ED 208 745)

A two dimensional model proposing three predictor dimensions (cognitive, noncognitive, and combined) and four criterion dimensions (grade point average (GPA), enrolled or not, graduate or not, and less traditional criteria) is presented. Preliminary results of a study using the model to examine both white and minority student predictors of retention is discussed. It is shown that for the first semester GPA, there appears to be a strong relationship between the seven noncognitive predictors and retention, especially for minority students. When scholastic aptitude test (SAT) scores were used wiith noncognitive measures, many of the previously significant noncognitive items were no longer significant, especially in the white sample. This trend occurred less in the minority analyses. It is suggested that, for whites, these noncognitive predictors are tapping dimensions that overlap or are related

to the traditional SAT scores, but this is not true for blacks. For blacks, traits separate from what is tapped by SAT scores appear to be related to GPA for the first semester in college.

Tsuchida, N. Support services and academic retention programs for Indochinese students at the University of Minnesota. The Journal of Non-Traditional Studies, 1982, 6, (3), 160-71.

The large-scale influx of Indochinese refugees into the United States generated complex educational problems at the University of Minnesota. The Asian Commanding English Program, a program to help remove the language barriers of disadvantaged Southeast Asians and provide students with a support mechanism is described.

Trevino, C., & Wise, B. Summer acceptance program: A viable option for provisional students entering a private university. Paper presented at the Annual Meeting of the Western College Reading Association, San Francisco, CA, March, 1980. (ERIC Document Reproduction Service No. ED 188 118)

A five-week summer program for special acceptance students has been developed at St. Mary's University of San Antonio, Texas. Students accepted into the program must show high potential in the form of good high school grades or high test results. The special acceptance program has three components. The academic skills component is a three hour noncredit course designed to improve reading comprehension, speed, and study skills. The second component is a college orientation and career awareness group that includes individual counseling. The third component is the regular freshman English course, which must be successfully completed in the summer. Students who do not complete the special acceptance program are not permitted to enroll the following term. Participants' academic and retention profiles indicate that the provisional students have succeeded academically and nearly half of the first group completed four years of college while ninety percent of the 1979 participants are completing their first year of studies. The program has served the minority population especially well, since sixty percent of the students have been Mexican American and eight percent have been black.

Turner, R. Factors influenceing the retention of minority students in the 1980s: Opinions and impressions. Journal of Non-White Concerns in Personnel and Guidance, 1980, 8, (4), 204-14.

The greatest factor affecting retention of minority students is the degree of institutional commitment. Recruiters must be more creative; orientation programs must be relevant to minorities. Minority staff members must be visibly involved. Student participation in peer groups and academic commitment also aid retention.

Wallace, R., & Others. Myth exposed: Academically deficient students gain 2.3 grade equivalents in only one semester at 1 96% black inner-city community college in South Central Los Angeles or inner-city academic acceleration. Paper presented at the Annual Conference of the California Society of Educational Program Auditors and Evaluators, San Diego, CA, May, 1978. (ERIC Document Reproduction Service No. ED 157 570)

The success of the developmental skills program offered at Los Angeles Southwest College, a 96% black institution, is indicated by an average student grade equivalent gain of 2.3 years in one semester; a 5 year average accelerated academic growth rate that is 5.9 times the rate of academic growth black inner-city students have experienced in the past; and an increased retention rate of 80%. The success of the program is heartening in view of the drop in student basic skills which has been decried in Los Angeles and nationwide, and of the problems which such programs face in terms of curriculum restructuring, program development, implementation and evaluation, and determining effective teaching techniques. Specific methodologies apparently related to program success include testing and placement techniques, group orientation, close instructor contact, use of skills specialists, course uniformity, non-traditional reading assignments, firm deadlines, pre- and post-testing, and required departmental meetings. A description of evaluation services offered by the division of program evaluation, research and pupil services is included in an appendix. References for educational program evaluation and audit, learning skills centers, and programs for disadvantaged or inner-city students are listed in a bibliograpny.

Walton, M. J. Retention, role-modeling, and academic readiness: A perspective on the ethnic minority student in higher education. Personnel and Guidance Journal, 1979, 58, (2), 124-27.

Discusses retention, role modeling, and academic readiness as these issues relate to ethnic minority students in higher education. Discussion revolves around the need to stem the usually high rates of attrition of minority students through academic role modeling and recognition of the concept of delayed academic readiness.

Young, H. A., & McAnulty, B. H. Persistence and perceptions: White and black engineering students, Engineering Education, 1981, 72, (2), 177-79.

Reports results of a survey of 149 undergraduates (persisters - 73 white, 9 black) and former undergraduates (nonpersisters - 35 whites, 32 black) indicating how their perceptions of their college environment affected the decision to remain at or leave the Speed Scientific School, University of Louisville.

Young, H. A., & McAnulty, B. H. Traditional black colleges: The role, social benefits, and costs. Western Journal of Black Studies, 1978, 2, (3), 167-72.

Black institutions continue to produce proportionately more black graduates than white colleges. In addition, graduates of black colleges attain more doctorate degrees than do those from white institutions. In view of their record of producing graduates with a limited share of federal and private dollars, black institutions are more than cost effective.

Zanoi, C. Implementation of an entry-level retention program for high risk college freshmen. Paper presented as part of a round table discussion at the American Educational Research Association/Special Interest Group for two-year college research conference, Columbus, OH, July, 1980. (ERIC Document Reproduction Service No. ED

The specially funded program described in this report was implemented at the University of Minnesota's general college in fall 1979 to promote the academic improvement and long-range retention of high-risk black, Hispanic, and native American students. After introductory material discussing the process involved in securing program funds from the central university administration, the report examines the educational structure of the program. Three instructional packages are described, which provide a three-quarter set of modules for each target group, incorporating skill development courses, cultural and ethnic classes, and tutorial opportunities. Additionally, a rationale is provided for "sheltering" the program participants from each other and from the University as a whole. Program evaluation criteria employed after the first quarter of operation are identified, including the collection of demographic information to determine the types of students who profit most from the program, and the examination of traditional measures of academic success, such as grade point average, ratio of credits completed to those attempted, and the retention rate of program students from fall 1979 to winter 1980. The report then outlines program costs for fall 1979, with special emphasis placed on start-up non-English-speaking students.

RELATED DOCTORAL DISSERTATIONS

Aulston, M. D. Comparative perceptions of the college environment between minority-group freshmen and minority-group entering transfer students (Doctoral dissertation, University of Connecticut, 1973). Dissertation Abstracts International, 1973, 33, (11), 6107A. (University Microfilms No. 73-9832)

The purpose of this study was to compare the perceptions of minority freshmen and minority transfer students at the University of Connecticut and the four state colleges of Connecticut as measured by the College and University Environment Scales. This instrument was designed to measure the collegiate environment in terms of practicality, scholarship, community, propriety, campus morale, and quality of teaching and faculty-student relationships. It was administered to 879 students who comprised four separate groups at each of the five institutions. The student groups were categorized as minority freshmen, minority transfers, non-minority freshmen, and non-minority transfers.

The findings of this study indicated that the collegiate perceptions of minority freshmen and transfer students are similar but not congruent. The minority transfer students tended to be more negative in their perceptions of the institution's community campus morale, and teacher-student relationship qualities of the college environments. Minority transfer students and non-minority transfer students tended to be more similar in their perceptions of the college environment than any of the other paired groups. The overall expectations of the minority groups and the non-minority groups were very similar but they could not be described as being congruent. The dichotomy between the groups were reflected most in their perceptions of the social dimensions of the institutions and in their perceptions of college professors. Minority students tended to be more negative in their perceptions of these institutional characteristics than the non-minority students.

Copeland, L. L. An exploration of the causes of Black attrition at predominantly white institutions of higher education (Doctoral dissertation, University of MIchigan, 1976). Dissertation Abstracts International, 1976, 37, (6), 3443A. (University Microfilms No. 76-27,469)

Between 1968-1972 a number of Eastern and Mid-Western predominantly white colleges increased their Black enrollment by approximately 300 percent. A comprehensive review of an National Institute of Mental Health (NIMH) study which examined the "institutional racial climate," was employed to detect trends and patterns at these colleges. An open-ended 79 variable questionnaire was placed in the hands of students and drop-outs (in some cases drop-outs were surveyed

by telephone) and was collected when completed. Many methods of surveying in the Black community were explained and illustrated. Administration, staff, and students were interviewed mainly for the purpose of locating drop-outs. Immediately after the completion of their questionnaires, 15 percent of the 557 students and 50 percent of the 103 drop-outs were interviewed to probe certain questions in greater detail. Over a ten-week period students were surveyed on four campuses and drop-outs were sought in seven mid-western cities and three eastern cities.

The data are organized arround sex, past environment, and current environment. The major findings were regrouped and presented under the four categories of stayers versus drop-outs, between institutional differences, male/female, and methodology. The results showed drop-outs went to college for "abstract" (non-specific) reasons significantly more than stayers did. There was no sex or financial aid difference between persisters and drop-outs. Mothers having no religious preference seem to increase the chance of dropping out. The upper quintiles persisted better than the lower quintile. Too high or too low levels of parental expectations contributed to the increased attrition. Most Black students reported bad experiences at white colleges. Students felt that discrimination caused most Black attrition at white colleges. There were clear differences in how Blacks rated various white universities. Although females had a higher high school GPA, male and female retention rates were the same. High school counseling was similar for males and females. On campuses where Black females greatly outnumber Black males, they tended tc be depressed hostile toward white students. The non-traditional techniques used to locate Black students and drop-outs were believed to be a major contribution of the study.

Lewis, R. M. The selection, retention, and later success of Black students at a non-traditional community college (Doctoral dissertation, Stanford University, 1979). Dissertation Abstracts International, 1979, 40, (11), 5750A. (University MIcrofilms No. 8011729)

This is a study of the extent to which low-income Black students at a non-traditional community college, compared to Black students at four traditional community colleges, have bettered their life conditions. Students' perceptions of their own background, of their college experiences, and of their successes after college were examined to determine the impact of the two-types of settings. Specifically, it analyzes whether a non-traditional college (Nairobi) is assisting Black students to overcome the problems of students with low previous academic performance. The study generally tests hypotheses concerning the difference between Nairobi College and four public community colleges (Alameda, Contra Costa, Laney, and Merritt) in the kinds of students attracted to the college and in the manner in which the colleges organize activities to retain and help students.

Students and former students were interviewed with a fixed questionnaire. The interview schedule elicited responses to questions in three areas: students' perceptions of their backgrounds; students' perceptions of their colleges' and the activities of Nairobi College alumni after leaving the college. Nairobi College alumni were interviewed to gain some sense of their post-Nairobi success.

It was found that Nairobi recruited a greater proportion of non-traditional students using three types of measures; parental income, employment and education; the students' prior educational background; and active personal recruitment by the College. Nairobi College alumni were more pleased with student services and with community activities. However, Nairobi College currently recruits more non-traditional students and provides less student service and fewer community activities.

Many Black students attending college are from non-traditional backgrounds. If they are to achieve success, special efforts by colleges will be required. The results of this study indicate that non-traditional community, such as Nairobi, can be helpful and provide a model for aiding Black students in other educational institutions.

APPENDIX A

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Organization: University of Arkansas at Little Rock
Position: Director, Learning & Inst. Dev.
Address: UALR, 33rd & University
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